|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Below Standard** | **Approaching Standard** | **At Standard** | **Above Standard** |
| **Explanation of Ideas & Information** | * uses too few, inappropriate, or irrelevant descriptions, facts, details, or examples to support ideas | * uses some descriptions, facts, details, and examples that support ideas, but there may not be enough, or some are irrelevant | * uses relevant, well-chosen descriptions, facts, details, and examples to support claims, findings, arguments, or an answer to a Driving Question |  |
| **Organization** | * does not have a main idea or presents ideas in an order that does not make sense * does not have an introduction and/or conclusion * uses time poorly; the whole presentation, or a part of it, is too short or too long | * moves from one idea to the next, but main idea may not be clear or some ideas may be in the wrong order * has an introduction and conclusion, but they are not effective * generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea | * states main idea and moves from one idea to the next in a logical order, emphasizing main points in a focused, coherent manner * has an effective introduction and conclusion * organizes time well; no part of the presentation is rushed, too short or too long |  |
| **Eyes & Body** | * does not look at audience; reads notes or slides * lacks poise and confidence (fidgets, slouches, appears nervous) * forgets to or does not attempt to clothing appropriate for the occasion | * makes infrequent eye contact; reads notes or slides most of the time * shows some poise and confidence (only a little fidgeting or nervous movement) * makes some attempt to wear clothing appropriate for the occasion, but not fully | * keeps eye contact with audience most of the time; only glances at notes or slides * looks poised and confident * attempts to wear clothing appropriate for the occasion |  |
| **Voice** | * mumbles or speaks too quickly or slowly * speaks too softly to be understood * frequently uses “filler” words (“uh, um, so, and, like, etc.”) * does not speak appropriately for the context and task (may be too informal, use slang) | * speaks clearly most of the time; sometimes too quickly or slowly * speaks loudly enough for most of the audience to hear, but may speak in a monotone * occasionally uses filler words * tries to speak appropriately for the context and task | * speaks clearly; not too quickly or slowly * speaks loudly enough for everyone to hear; changes tone to maintain interest * rarely uses filler words * speaks appropriately for the context and task, showing command of formal English when appropriate |  |
| **Presentation Aids** | * does not use audio/visual aids or media or attempts to use one or a few audio/visual aids or media but they distract from or do not add to the presentation | * uses audio/visual aids or media, but they sometimes distract from or do not add to the presentation or uses 2-3 visual aids or artifacts. | * uses 4 visual aids, artifacts or media to clarify information, emphasize important points, strengthen arguments, and add interest |  |
|  | **Below Standard** | **Approaching Standard** | **At Standard** | **Above Standard** |
| **Present Work to  Users/Target Audience** | * presents ideas and products in typical ways (text-heavy PowerPoint slides, recitation of notes, no interactive features) * Does not attempt to include lively and engaging elements into the presentation | * adds some interesting touches to presentation media * attempts to include elements in presentation that make it more lively and engaging | * creates visually exciting presentation media * includes elements in presentation that are especially fun, lively, engaging, or powerful to the particular audience |  |
| **Originality** | * relies on existing models, ideas, or directions; it is not new or unique * follows rules and conventions; uses materials and ideas in typical ways | * has some new ideas or improvements, but some ideas are predictable or conventional * may show a tentative attempt to step outside rules and conventions, or find new uses for common materials or ideas | * is new, unique, surprising; shows a personal touch * may successfully break rules and conventions, or use common materials or ideas in new, clever and surprising ways |  |
| **Rehearsed** | * Presentation was not practiced enough. Much more rehearsal time was needed to make the presentation polished. | * Presentation was rehearsed, but more time could have been spent practicing to tighten up the final presentation. | * Presentation was well rehearsed. Students knew their lines and their timing. Very Polished. |  |
| **Value** | * is not useful or valuable to the intended audience/user | * is useful and valuable to some extent; it may not solve certain aspects of the defined problem or exactly meet the identified need | * is seen as useful and valuable; it solves the defined problem or meets the identified need |  |
| **Style** | * is safe, ordinary, made in a conventional style * has several elements that do not fit together; it is a mish-mash | * has some interesting touches, but lacks a distinct style * has some elements that may be excessive or do not fit together well | * is well-crafted designed with a distinct style appropriate for the purpose * combines different elements into a coherent whole |  |
| **Editing and Audio** | * Movie was made, but had very little if any editing. Many poor shots remain. Video was very fragmented and choppy. * Little to no audio reinforcement. | * Movie was completed and contained all required items. Editing was not done as well as it should have been. Some poor shots remain. Movie is still somewhat choppy. * Audio and other enhancements were utilized, but not for maximum effect. | * The video was well edited and moves smoothly from scene to scene with proper use of transitions. * Audio and other enhancements were well used. |  |
| **Teamwork** | * Only a couple of team meetings were held. Most of the students on the team contributed at some level, but a majority of the work was done by one or two. | * Students met and had discussions regularly. Most of the students on the team contributed to the discussion and were part of the final project. Team members mostly showed respect with each other. | * Student met and had discussions regularly. All students on the team contributed to the discussion and were part of the final project. Team members showed respect with each other. |  |
| **Response to Audience Questions** | * does not address audience questions (goes off topic or misunderstands without seeking clarification) | * answers some audience questions, but not always clearly or completely | * answers audience questions clearly and completely |  |